



# QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

## QEGS Junior Section Good Behaviour and Sanctions Policy

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**VALIDITY – Procedures should be accessed via the Foundation intranet to ensure the current version is used.**

#### **CHANGE RECORD**

Version	Date	Change details
	Oct 2015	Policy re written: James Tiffany
	Oct 2016	Policy Reviewed: James Tiffany
	Sept 2017	Policy Reviewed: James Tiffany
V1.0	Sept 2018	Policy Updated: James Tiffany
V1.1	Sept 2018	Policy updated after review with Junior School Head: J Tiffany
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V1.3	May 2020	Policy amended to reflect changes with Covid-19 Reopening.
V1.4	Feb 2021	Policy reviewed amended to reflect changes in Job Titles

#### **INTRODUCTION**

The Governors expect the schools within the Wakefield Grammar School Foundation to be places where all individuals are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline is promoted and good behaviour is the norm and where rewards and sanctions are applied fairly and consistently.

It should be noted that the standards expected are applicable both in school and outside school such as when the pupils are on school visits, attending sporting engagements and also when pupils are travelling to and from school. They apply to pupils regardless of age. They are intended to be positive in their purpose and to guide and encourage each pupil to act appropriately for the good of all. This policy should be read in conjunction with the School's Anti Bullying Policy.

This policy outlines the organisation and management of behaviour and discipline at QEGS Junior School. It will be reviewed annually. It uses advice from 'Behaviour and Discipline in School DfE' (January 2016) to inform practice.

The implementation of this policy is the responsibility of all staff. All members of staff at QEGS hold pastoral care in high regard and devote much time to the welfare of all the boys.

#### **RATIONALE**

We consider that the best way to encourage good standards of behaviour in school is a clear code of conduct supported by a balanced combination of rewards and sanctions within a positive community atmosphere. The Director of Junior Section /SLT, through strong leadership, setting high expectations and a clear policy, will promote a culture of positive behaviour and respect by supporting the discipline of the pupils by the staff.

For the most part the children in our school community are lively, enthusiastic and caring pupils, who enjoy the freedom to work and play together without being hindered by other children's actions. From time to time, however, children who live in a community will not always agree and difficulties arise. Our children will learn from experience to expect fair and consistently applied rewards and sanctions, and distinctions will be made between serious and minor misdemeanours. Age appropriate interventions and individual circumstances will be taken into account and consistent standards of praise and disapproval will be applied.

### **AIMS:**

- To ensure the welfare and general safety of all children is of paramount importance.
- To ensure that all the latest safeguarding guidance is adhered to: Keeping Children Safe in Education Sept 2020.
- To make school a happy, safe, purposeful and co-operative place where all enjoy learning, working hard and doing their best.
- To foster caring attitudes where achievements at all levels are acknowledged and valued.
- To create a partnership of joy, respect and high expectations between children, their parents, the staff, the governors, and the wider community.
- To encourage independence, confidence and an understanding that there needs to be agreed values and codes of behaviour for all groups of people so that adults and children can work together harmoniously.
- To have a consistent open approach to behaviour through school.

Parents and guardians who accept a place for their child at QEGS undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

### **How will we implement our policy?**

At the heart of our behaviour policy is the relationship of trust established between the children, their class teacher, the teaching support staff, the He Director of Junior Section ad and all of the ancillary staff. At the beginning of each academic year the teachers and children discuss QEGS Junior School Values and Principles, which underpin the behaviour policy. Assemblies and dedicated circle times follow, which help children understand its meaning. All pupils are expected to show respect and courtesy towards all members of staff within the school.

### **School Values and Principles:**

Our values are the thread which runs through our school community and underpins our shared beliefs and behaviours that make up the culture of QEGS Junior School.

1. Kindness
2. Honesty
3. Tolerance
4. Courage
5. Respect

We embed our values through the curriculum, assemblies, extra-curricular activities, visits, visitors, communication with parents and through our School Principles. Our values incorporate, but go beyond, the Fundamental British Values of Democracy, rule of law, individual liberty and mutual respect for tolerance of those with different faiths and beliefs and for those without faith.

As a school we work hard to share our values and we strive to live by our School Principles, which form part of our spiritual, moral, social and cultural education curriculum (SMSC). All those at QEGS Junior School should strive to act in accordance with the 10 School Principles, which provide a very strong focal point with regards to how the pupils at QEGS JS are expected to behave.

### **School Principles Reception to Year 2:**

- We treat others as we would like to be treated
- We know we are not perfect and so we say sorry when we get things wrong
- We encourage each other in all that we do and forgive each other
- We are truthful
- We share what we have
- We show support for each other
- We show our respect to everyone by kindness, helpfulness and politeness
- We listen to each other and, like a family, we recognise the needs of others
- We celebrate our differences and value everyone equally
- We work together to help each of us to be our best selves

### **School Principles Years 3 to 6:**

- We treat others as we would have them treat us
- We know we are not perfect and so we say sorry when we get things wrong
- We encourage each other in all that we do and forgive each other's failings
- We are truthful and show integrity and humility
- We share what we have
- We show support for each other by not gossiping, judging or criticising others
- We are loyal to each other
- We show our respect to everyone by kindness, helpfulness and politeness
- We listen to each other and like a family we recognise the needs of each other
- We celebrate our diversity and value each person equally
- We work together to help each of us to be our best selves

These principles are displayed in the pocket Events Diary and in the classrooms; everyone in the school community reinforces these clear and unambiguous messages. The emphasis is on affirming positive behaviour, its aim being to catch children getting things right and praise them accordingly.

### **Pastoral Structure and responsibilities**

#### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. We have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability. Teachers are expected to treat each child fairly, with respect and understanding, and enforce the school rules consistently and to contact parents at an early stage if a child is causing concern.

### **The role of the Pastoral Leader**

The Pastoral Leader's role is to support both form tutors and pupils, where appropriate. This might be in the form of offering advice about how to deal with specific situations, helping with a parental meeting or mentoring pupils who need a little more support. They will help look into potential issues and help develop a consistent approach to behaviour management across their year groups.

### **The role of the Assistant Head (Pastoral)**

It is the role of the Assistant Head (Pastoral) to oversee the day-to-day running of the pastoral care within Centenary House and the Junior School. The Assistant Head will support the class teacher and pastoral leader in their roles, helping deal with serious or persistent misbehaviour incidents. The Assistant Head (Pastoral) keeps records of all reported serious incidents of misbehaviour, which we have defined as any incident which warrants a straight Red Consequence Card or above. They will also keep a record of all cards that are given out, to spot patterns and trends in boys' behaviour. A termly report will be presented to the school SLT identifying the key information.

### **The role of the Director of Junior Section**

It is the responsibility of the Director of Junior Section to implement the school's behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The Director of Junior Section supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Director of Junior Section will deal with very serious acts of misbehaviour, which may result in suspension or exclusion. Where required, the Director of Junior Section will look to engage other people or outside agencies to help support pupils with specific needs.

### **Responsibilities of the children:**

- To display good behaviour which supports and promotes the school values
- Boys are expected to know or to learn what constitutes good behaviour both in school and in the world at large. They are expected to know the school rules in a manner appropriate for their age and to know why we have rewards and sanctions.
- Children are taught that we all occasionally make mistakes but they are also expected to learn from them. Children are expected to know that if they choose to misbehave, sanctions will be imposed.

### **Responsibilities of the parents:**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Head (Pastoral) or the Director of Junior Section. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Good To Be Green (GTBG) – Rewards and Sanctions**

The 'Good to be Green' system, is used throughout the school to promote good behaviour and sanction inappropriate behaviour. It is introduced through a phased approach in Centenary House, where the process is taught to the boys.

Each classroom will have a cardholder displayed on the wall containing a Green Card for each pupil in Y3-Y6 or a football pitch in Reception -Y2, which each boy should strive to remain on. The classes with no yellow or red cards at the end of a week will qualify for a class based reward. Such rewards should be decided by the Form Teacher.

If a boy fails to behave in the appropriate fashion a warning should be given by the member of staff. A second act of poor behaviour should lead to a final verbal warning when the member of staff should tell the boy the appropriate way to behave and the consequence if he does not act in that manner. A third act should lead to the awarding of a yellow warning card (Y3-Y6) or being put on the bench (Y1-Y2). If the behaviour continues after a yellow card has been issued, it results in the boy being awarded a 'Red Consequence Card' (Y3-Y6), or being sent off the pitch (Y1-Y2).

A boy would remain on the coloured card for the day it was given and all of the following day before returning to Green in Y3-Y6. In Y1-Y2 they will be put back on the pitch the next day, as we believe that the younger boys should have a fresh start each day.

The staff in each year group meet on a termly basis to discuss the guidelines for administering the system within their year group. This will be shared amongst the staff as a whole to ensure as much consistency as possible.

Every sanction that a boy receives must be recorded and shared the Assistant Head (Pastoral) so trends of poor behaviour may be plotted.

## **Classroom management**

All teaching staff/paid members of school staff have a shared responsibility for ensuring good behaviour is rewarded and poor/unacceptable behaviour is sanctioned.

Most day-to-day behaviour incidents will be dealt with by form tutors or lesson teachers.

Deliberate acts of positive reinforcement teaching that promotes good and minimises poor behaviour, are important tools for all members of staff and can encourage a positive classroom environment. For example, seating plans, praising appropriate behaviour, proximal praise, identifying inappropriate behaviour, use of body language, etc.

In preventing and dealing with low level undesirable behaviour, staff will use a stepped approach.

- 1) Low key verbal warning
- 2) Final verbal warning when the member of staff should tell the boy the appropriate way to behave and the consequence if he does not act in that manner.
- 3) Yellow Card (Y3-Y6 or put on the bench (Y1-Y2)

In most cases the steps above are sufficient to stop low level disruption. If inappropriate behaviour continues, further sanctions can apply which is identified later in this document.

Boys' organisation is also managed through the GTBG system. This includes forgetting equipment, arriving late to lessons and forgetting homework. In any of these areas the following process should be followed

- 1) First occurrence = Warning
- 2) Second occurrence = Final warning
- 3) Third occurrence = Yellow Card.

This is organised by subject area, and will be reset each term.

If a boy receives multiple cards in a term, this will be identified by the Assistant Head (Pastoral) and parents will be spoken to. This process will identify strategies to improve that pupil's behaviour and could result in a focus card or other intervention being used.

All staff are able to search a pupil for a 'prohibited item' with the permission of the pupil. The Director of Junior Section and staff with the permission of the Director of Junior Section are allowed to search a pupil for a suspected 'prohibited item', without permission from the pupil.

All school staff have the right to employ a reasonable level of restraint in order to prevent pupils from committing an offence, causing injury to themselves or others, damaging property and to maintain good order in the classroom. Whenever a member of staff has had to restrain a pupil, this information must be passed on to the Assistant Head (Pastoral), member of SLT or the Director of Junior Section as soon as possible, who will log the incident. The child's parents are informed on the same day or as soon as reasonably practicable (in line with Foundation policy on 'Use of Force to Restrain Pupils Policy').

### **A Consistent Approach to Behaviour Management**

It is vital that all the staff are consistent in their discipline and also have a clear understanding of the Behaviour Policy. Discipline should always be well thought out and appropriate to the offence committed. The pupils are regularly reminded that when they feel they are in need of support that they should in the first instance approach a member of staff they feel particularly comfortable with in order to express themselves. Pupils should always be given the opportunity to share their version of events before sanctions are issued. Pastoral leaders have been introduced through Centenary House and the Junior School, to help increase the consistency of sanctions across year groups. Pastoral scenarios are discussed in staff briefings to further help deal with situations on a consistent basis. Through the School Council and the INSTEAD process, pupils are able to voice their opinions, on the school behaviour management process and highlight any areas which are a concern to the wider pupil body.

### **Promoting Good Behaviour and Rewards**

There are many ways that we promote good behaviour and good work throughout the school. As far as possible all adults in the school must strive to accentuate the positive in relation to discipline and behaviour.

### **House Points**

All boys are allocated to one of the four Houses usually on a random basis although brothers are always allocated to the same House. The Houses are:

- Bentley
- Cave
- Freeston
- Savile

There is an ongoing competition which operates on a weekly basis. At the end of each week there is a winning House which is presented with a certificate following a whole school assembly that has been led by the Director of Junior Section.

At the end of each academic year the House Cup is presented to the House with the highest number of house points at Speech Day.

Throughout the year the boys are awarded House Points in the form of House Point cards that are posted by the boys in the appropriate House Posting Box.

If a House has been clear of any yellow or red cards in a week then a bonus score of 50 House Points is added to their weekly House total

A House point could be awarded for the following, for example:

- Good work
- Good manners
- Helpfulness
- Acting responsibly
- An act of kindness

### **Rewards**

Rewards in class and around school are at the discretion of each teacher or member of supervising staff and include:

- 'Good to be Green' behaviour management system
- Star of the Week certificates
- Mention in the weekly ebulletin to parents
- Stickers
- Team trophy
- Positive notes to parents in the boy's school journal
- Verbal praise for both behaviour and work
- Body language e.g. 'Thumbs up'
- Achievement Assembly each week celebrating good work and/or behaviour and/or acts of kindness
- SLT visits for good behaviour or work
- Positive emails sent home to parents for outstanding effort, behaviour or work
- Half Termly Year Group draw for pupils who have been Green all term

Many teachers will use a wide array of stickers, stamps and certificates to illustrate their approval and recognition. All efforts are made to ensure that our approach is based on recognising and rewarding instances of positive behaviour and good work.

### **Opportunities for Pupils to Take Responsibility**

Pupils who demonstrate high standards of behaviour, display good manners and thoughtfulness, who are good role models for others to follow and who have a strong community spirit are invited/elected to take on additional responsibility in the form of:

- Head Boy and Deputy Head Boy
- Prefects
- House Captains
- Form Captains

- Librarians
- Team Captains
- Eco Monitors
- Class Buddies
- Class Monitors
- School Council Members

### **Sanctions Used in School**

Teachers, and other paid members of staff with responsibility have the power to discipline pupils whose behaviour is deemed as unacceptable, who break the school rules, or who fail to follow instructions that they have been given. Their power to discipline pupils applies to pupil behaviour both in and outside of the school, in certain circumstances. Sanctions are not used to undermine children's self-esteem, but are designed to help boys make improved choices in the future.

Reasonable discipline includes: confiscation, retention or disposal of a pupil's property.

Sanctions are to follow a stepped approach and work in line with the Good to be Green System:

- Low key verbal and non-verbal cues
- Final verbal warnings
- Yellow Warning/Red Consequence Cards
- Child sent to Assistant Head (Pastoral) or Director of Junior Section
- Loss of school privileges e.g. not participating in school events
- Missing break times
- School based community service or imposition of a task e.g. picking litter up
- Use of Form Tutor or SLT focus cards
- If a pupil receives a red card or a series of yellow cards, parents are usually involved at Pastoral Team or Assistant Head (Pastoral) level by email, or telephone
- Emails sent home in the first instance may ask the parents to discuss the incident with their child, with further emails asking parents to arrange a meeting to discuss their child's behaviour.
- All formal conversations (including email communication) with pupils and parents must be recorded and passed to the Pastoral Team Leaders, Assistant Head (Pastoral) and the Director of Junior Section.
- Short period of fixed term exclusion from school
- Official final warning issued
- Permanent Exclusion Procedures established

### **Recording and Reviewing Rewards Sanctions**

Records of rewards and sanctions will be kept by the school and will be reviewed by the Senior Leadership Team on a termly basis to help identify any patterns in a pupil's behaviour/group of pupils' behaviour, which could help inform improved practice.

The following records will be kept and reviewed on a termly basis:

- Good to be Green Records
- Serious Misbehaviour (Defined as an action which receives a straight red card or above)
- Attendance concerns
- Bullying Incidents

## **Helping with pupil transition**

Staff are always very mindful of showing consideration and understanding when implementing the sanctions for pupils when pupils are making a transition, either from another school to QEGS JS, or from Mulberry House to Reception, and from Centenary House to the Junior School. Behaviour plans and focus cards are used where appropriate to support and modify the behaviour of children struggling to make the transition and clear, small steps / achievable targets are set for children, which may be shared with parents / other teaching staff. Staff put great emphasis on helping and supporting pupils to make the transition between year groups and into QEGS Junior School. There are many systems to facilitate this, ranging from e.g. transition meetings between relevant staff, transition days where pupils visit their new class, form buddies and many more.

## **Playground Behaviour**

The same rules apply within the playground as they do around school and the Good to be Green system is still used. It is the role of the playground supervisors and duty teaching staff to ensure high standards of behaviour are maintained. It is the role of duty members of staff to decide if any sanction should be applied for inappropriate behaviour.

If boys don't follow the rules:

- They will receive a warning about their inappropriate behaviour.
- If behaviour continues to be inappropriate, boys are given 'time out' where they are temporarily suspended from playground activities and games.
- Yellow and red cards
- Incidents of misbehaviour are passed onto class teachers who then decide if further investigations or sanctions are necessary. If a serious incident occurs at lunchtime a member of the SLT will be contacted immediately.

## **Support Systems for pupils**

There are many support systems in place for pupils who require extra help. These range from peer support in the form of class and playground buddies, through to staff mentoring pupils, all the way up to a counselling service being available.

Support systems include;

- Playground buddies
- Buddy Bench
- Form Buddies
- Pupils encouraged to speak to form teachers
- Circular time to discuss pertinent issues
- Worry boxes
- Ability to share their concerns at the school council
- Communication with parents
- Staff mentoring pupils
- School Councillor

This list is by no means exhaustive. We are always looking for boys to thrive and we will look to give all pupils the support they require to facilitate this.

## **Achieving Positive Behaviour in EYFS**

Throughout the Reception year we look to introduce the 'Good to be Green' management system so the pupils understand the process for the start of Year 1.

All staff at Centenary House have a responsibility for supporting personal, social and emotional development including issues concerning behaviour.

**All staff:**

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour.
- Check that they have relevant in-service training on promoting positive behaviour.
- Provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with this policy and its guidelines for behaviour.
- We expect all members of Centenary House – children, parents, staff and volunteers – to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with the children's parents. Parents are regularly informed about their child's behaviour by their Key Person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

**Strategies with children who engage in inconsiderate behaviour (EYFS):**

- We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our school, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inappropriate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- All members of staff never use or threaten the use of corporal punishment.
- All members of staff never use or threaten the use of any punishment which could adversely affect a child's well-being.
- New members of staff receive behaviour management training when inducted to the school, which highlights the school's policy on corporal punishment and physical intervention.
- Physical intervention is required at times for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour, but will only be used if absolutely necessary.
- Details of such an event (what happened, what action was taken and by whom, names of witnesses) are brought to the attention of the SLT and are recorded in the physical intervention log.
- The child's parents are informed on the same day or as soon as reasonably practicable.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes by means of explanation rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### **Rough and tumble play and fantasy aggression (EYFS):**

Young children often engage in play that has aggressive themes, such as superhero or weapon play. Some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using the strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop play strategies that are agreed with the children, and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies e.g. blowing up and shooting, that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We will modify the content of the play, to suggest alternative strategies for the heroes, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour (EYFS):**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is often momentary, spontaneous and without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them to manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child to be able to manage their own feelings.
- We then offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling.
- We help young children to learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We are aware that the same problem may happen more than once before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem-solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child and encourage the child to say sorry.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

### **Bullying**

We acknowledge that on occasions bullying may happen at QEGS Junior School. This is unacceptable and is taken very seriously. Children, friends or parents are encouraged to report any incident, fear, or feelings in this area, to the Class Teacher, Assistant Head (Pastoral) or Director of Junior Section immediately. (See anti bully policy for more information)

### **Serious or Persistent Misbehaviour**

Where there is a more serious incident or persistent misbehaviour, parents will be contacted to develop and agree a strategy for addressing their child's behaviour. This may include: contacting outside agencies, or devising an Individual Behaviour Plan for the child with clear targets for improvement and success criteria.

In the event of serious misbehaviour, e.g. fighting, unacceptable behaviour towards staff, theft or bullying, the Director of Junior Section /Assistant Head (Pastoral) will speak with the child as soon as possible after the event and the child's parents will be invited into school to discuss the incident.

### **Exclusions (Refer to the Exclusions Policy)**

Exclusions are very rare occurrences. When a boy falls short of the school's expectations on behaviour, our policy is to help guide him towards meeting these expectations. These extreme sanctions will only be used as a last resort when all other avenues have been explored.

Pupils may be excluded from school for their own well-being or that of others while a disciplinary incident is investigated. Temporary exclusion (for a period of time) or permanent exclusion (permanent removal from school) can only be administered by the Director of Junior Section. These sanctions are only considered in the most serious cases. Every effort is made to inform parents and to enable appropriate discussion and explanation to take place in these situations. (See Foundation Exclusion Policy for further details)

### **Allegations of Abuse Against Staff:**

All allegations that are made against staff must be taken seriously. All allegations must be dealt with fairly and consistently. The protection of the pupil making the allegation and the member of staff the allegation has been made against is extremely important.

All relevant procedures in dealing with an allegation of abuse against a member of staff are set out in the Foundation Policy '*Safeguarding and Child Protection*'.

If a pupil is found to have made a malicious accusation against a member of staff, this will be dealt with as a very serious disciplinary matter. This situation would be managed by the Director of Junior Section.

### **Equal Opportunities**

QEGS Junior School is an inclusive community, we believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act).

Staff at QEGS Junior School recognise that some pupils have special educational needs, disabilities and emotional or behavioural difficulties which might substantially and regularly interfere with the child's learning, or that of the class or group. Suitable adjustments are made for such pupils as are necessary and appropriate. If required, an Individual Behaviour Plan may be devised to help accommodate a pupil's needs.

### **Staff Development and Support**

Staff will receive regular training with regards to updating their knowledge and ability to implement the pastoral procedure within school. Staff training will also be planned to help staff develop their behaviour management strategies used within their classrooms.

### **Data Storage**

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

## **Appendix A**

### **PROCEDURES FOR DEALING WITH INCIDENTS OF UNACCEPTABLE BEHAVIOUR:**

It is essential that all staff deal with all problems and incidents relating to behaviour consistently.

- Parents must be fully informed of their son's poor behaviour.
- Forgiveness should be the intended outcome.
- Pupils must be allowed the opportunity to make amends.
- All instances of poor and unacceptable behaviour must be logged on the Good to be Green log sheets or pupil profiles where necessary.

In broad terms problems and incidents relating to discipline and behaviour fall into three categories:-

#### **Minor Incidents: -**

For Example,

During lessons: Talking out of turn, disturbing other pupils work etc.

#### **Procedure:**

- These must be dealt with at the time by the class teacher.
- Verbal warning
- Final verbal warning when the member of staff should tell the boy the appropriate way to behave and the consequence if he does not act in that manner.
- Yellow Card (Y3-Y6) or put on the bench (Y1-Y2), providing a clear reason why they have received this sanction

#### **More Serious Incidents: -**

For Example,

During Lessons: Persistent disruptive behaviour, rudeness, not completing work etc.

At Playtimes: Aggressive play, disobedience towards the duty teacher.

#### **Procedure:**

All of the above should be reported back to the class teacher.

Consider the awarding of a yellow warning card or a red consequence card.

If no signs of progress consider a focus card.

Consider other sanctions, such as the removal of break times.

#### **Serious Incidents: -** For Example,

Persistent disobedience, vandalism, bullying.

#### **Procedure:**

Child to be interviewed by the SLT or Director of Junior Section or both if required.

Incident to be recorded in writing and the parents informed.

## **Appendix B**

### **Advice for Staff**

- Teachers have the statutory authority to discipline children both in and outside of school for behaviour that is deemed unacceptable
- The school Behaviour & Sanction Policy must be available to all parents of boys who attend the school
- Teachers have the statutory authority to discipline pupils who break the rules or fail to follow reasonable instruction
- A teacher may discipline a pupil for misbehaviour when: taking part in a school activity, travelling to and from school, whilst wearing school uniform or is in some other way identifiable as a school pupil.
- Discipline can also be administered when: behaviour could have repercussions for the school, there is a threat posed to another pupil at the school or member of the public or the reputation of the school could be damaged
- If keeping a pupil in at lunch/break, a reasonable amount of time should be allowed for them to eat, drink and use the toilet
- Teachers have the right to use a reasonable level of restraint to prevent an offence taking place/prevent injury to themselves or others/prevent the damage of property and to maintain good order and discipline in the classroom. Whenever a member of staff, has had to restrain a pupil, this information must be passed on to the Assistant Head (Pastoral) or Director of Junior Section as soon as possible, who will log the incident. The child's parents are informed on the same day or as soon as reasonably practicable (in line with Foundation policy on '*Use of Force to Restrain Pupils Policy*').
- Develop positive working relationships with the parents and contact them at an early stage if a child is causing concern
- Set high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability

## **Appendix C**

### **Covid - 19 Behaviour principles when returning to school after lockdown**

In light of the need for children to behave differently when they return to school, we have introduced the following temporary changes to the school behaviour policy.

- Pupils are to follow the new arrival and departure routine set out by school.
- Hand sanitising must be completed at regular intervals and hands washed after using the toilets.
- Pupils are to work/play in their smaller groups within their pods and remain socially distant where possible at all times. There should be no crossover of pupils to other smaller teaching groups or pods. Pods will share break times, but there should be no crossover between teaching groups. Specific areas will be provided for pupils to play in.
- Pupil must only use the specified toilets and maximum of two pupils should be any toilet at any one time.
- Pupils are not to deliberately sneeze or cough at others (sanctions will start at a red card if pupils are caught doing this) . Tissues should be used, and disposed of in bins in classrooms ('catch it, bin it, kill it'), if a tissue is not available pupils should sneeze or cough into the crook of their elbow.
- Pupils should avoid touching their mouth, nose and eyes with hands.
- Pupils need to tell an adult if they are experiencing symptoms of coronavirus. Pupils will be isolated in this instance.
- Pupils should bring their own personal items such as pens/pencils/ water bottles and reading books etc and these should not be shared with other pupils.
- Any shared equipment used will need to be wiped down by pupils before being used by another group.
- Star of the week awards and house points will still be awarded, but will be recorded online.

The full range of sanctions and rewards mentioned in this policy will be used to implement these amended rules/regulations. Pupils will be made aware of these amendments when returning to school from lockdown.

#### **Suggested rewards**

- Pupils who adhere to the amended rules/ regulations = Praise, House points, Rewards in Golden Time (teaching group based).
- Pupils who go above and beyond = Star of the weeks, positive email to parents.

#### **Suggested sanctions**

- Accidental breaches = Discussion of the importance why these rules are in place/ warnings will be to pupils.
- Minor/ repeated accidental breaches = yellow card
- Major/ repeated minor breaches = red cards and further sanctions if deemed necessary.

Electronic system will be used to record sanctions and rewards throughout lockdown.

Staff in Pods will perform the role of form tutor, for multiple minor incidents (two or more yellow cards) Pod staff will contact parents if there are any major incidents, this will be passed onto a member of the SLT who will contact parents.